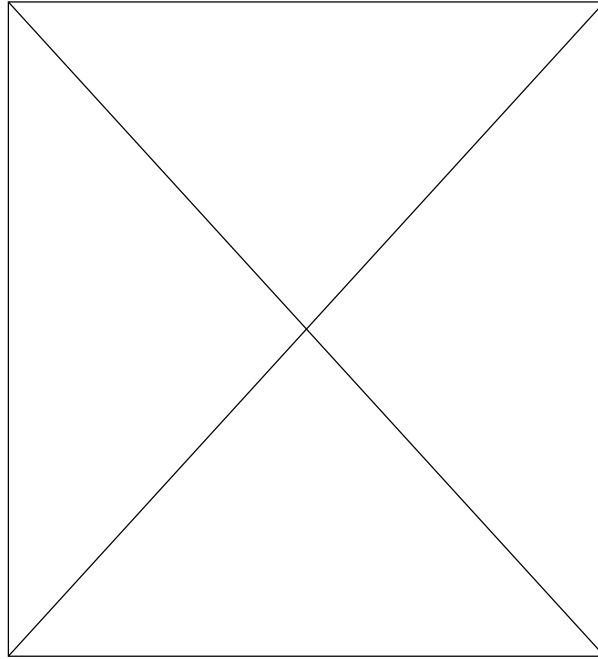


‘With the help of God, working together for success’



St Michaels C of E (C) Primary School Behaviour and bullying policy

Policy Review

The policy was last reviewed March 2025

It is due for review in March 2026

Chair of Governors' Signature

Date

Head Teacher's Signature Date

St Michael's CE Primary School

Behaviour and bullying policy

A] Aims

Behaviour policy at St Michael's school aims to:

- to develop self-discipline by understanding the need for appropriate behaviour;
- to ensure that the school environment is safe;
- to ensure that the calm classrooms enables effective teaching and learning to take place;
- to create and maintain an ethos in which there is respect shown by all towards all;
- to provide a structure in which appropriate behaviour is rewarded and inappropriate behaviour is modified;
- to ensure a whole school approach to discipline which is used and supported by all, including teaching and non-teaching staff, children and parents;
- to promote good citizenship;
- to prevent bullying.

B] Principles

Several principles have been used in the development of this policy. They are:

- all behaviour management should be underpinned by the Christian values of confession, honesty, forgiveness and redemption;
- children have the right to an education in which excellence is promoted;
- children have the right to have a safe and happy environment at school;
- teachers have the right to expect standards of behaviour which allow them to teach;
- non-teaching staff have the right to expect standards of behaviour which allow children to be safe and happy during lunchtimes;
- no-one, adult or child alike, has the right to disrupt children's learning in any way;
- violent, intimidating, threatening or bullying behaviour by any child or adult is unacceptable.

C] Responsibilities

If rights are to be established and maintained, then everyone has a level of responsibility. These vary according to the role of the person in the school community. This policy identifies the following key responsibilities:

All members of the school community have the responsibility to:

- respect the rights, values and beliefs of others;
- encourage, praise and reinforce good relationships, behaviour, and attitudes;
- show a total rejection of violent, intimidating, threatening or bullying behaviour;
- work together as a team to solve problems.

Children have a particular responsibility to:

- make every effort to follow the school rules;
- make a positive contribution to the development of the school's behaviour policy;
- take time to reflect on their personal behaviour and work towards improving it;
- accept the need for discipline in school.

School staff have a particular responsibility to:

- treat all children with care and respect;
- provide a challenging and interesting curriculum which is relevant for the needs of all;
- work collaboratively to ensure the creation of a safe and happy environment;
- uphold the school rules and apply sanctions clearly and consistently;
- be a good role model in terms of attitude, dress, punctuality and organisation;
- form good relationships with parents so that children can see all adults are working together towards common aims.

Parents have a particular responsibility to:

- ensure that children attend school punctually and regularly, and that younger children are collected on time;
- ensure that children go to bed at a reasonable time so that they are fresh for a whole school day;
- to support the school's discipline policy and procedures;
- to take an active part in children's learning by giving due importance to homework, hearing children read, and attending discussions concerning their child's progress and attainment;
- accepting that the responsibility for the conduct of their child is one which is shared between school and home;
- to work constructively with school staff when problems do arise.

Governors have a particular responsibility to:

- support the partnership between home and school;
- monitor the effectiveness of the school's behaviour policy;
- follow procedures when necessary in respect of suspension and exclusions.

D] The “Good to be Green” scheme: Years 1 to 6

The “Good to be Green” scheme is the vehicle by which much of this policy is communicated to the children, and provides the structures necessary for its implementation. It consists of:

- a) A clear set of school rules.
- b) A display of green, yellow and red cards in each classroom.
- c) The application of rewards and sanctions.

E] The “Good to be Green” scheme: EYFS

The scheme is used in a modified way in EYFS classrooms, but the principles remain the same. These modifications include a more visual and extended representation of the traffic light system, and more immediate rewards and sanctions. Formal sanctions such as missed playtimes will be reserved for more serious bad behaviour, including biting, kicking, or throwing stones.

F Rules, rewards and sanctions

The school rules are as follows:

- 1) Keep hands, feet and objects to yourself, and don't hurt others by words or actions.
- 2) Follow the instructions of all adults in school straight away.
- 3) Wear school uniform and try your hardest in all lessons and school activities.

- 4) During school time, listen to others and put up your hand if you wish to speak.
- 5) Look after all property carefully.
- 6) Walk silently inside the school building.
- 7) Don't tell lies.

The rules are enforced by a combination of positive rewards and sanctions. Positive rewards may include the following:

- a) Good behaviour and attitude is commended verbally by staff
- b) Celebration assemblies are sometimes held, where good behaviour is identified and commended.
- c) Merit awards are given for children who show good attitude and behaviour. Merit awards are rewarded by individual certificates, and also count towards house totals. These are celebrated regularly in assembly.
- d) A praise postcard may sent home.

Poor behaviour can result in children being issued with a yellow or red card which is displayed in the classroom. Sanctions may include the following:

- a) children may be required to miss a certain number of playtimes and/or lunchtimes
- b) parents will be informed
- c) children may be required to make amends for their actions, for example by writing a letter of apology, or by discussing their behaviour with others affected by it.

If the behaviour becomes extreme or is repetitive, further sanctions may apply, including:

- a) the use of daily or weekly report cards which are sent home to parents
- b) removal of playtimes for a longer period
- c) children may be required to work within school in isolation for a fixed period

The rewards and sanctions listed above are illustrative and do not constitute an exhaustive list. The school will seek to ensure both the safety of all children and good conduct by the application of appropriate rewards and sanctions. The school will endeavour to inform parents and work together with them to ensure good behaviour.

If the school does not consider that application of rewards or sanctions can ensure safety and good conduct, the child may suspended or excluded from school.

G] Lunchtime

The school rules apply at lunchtimes

F] Bullying

St Michael's Church School defines bullying as having some of the following characteristics:

- it is intentional

- it often establishes power of one person over another
- it may be physical or verbal, or even body position or gestures
- it may be sustained, or a series of events that forms a pattern
- it leaves the victim feeling powerless and distressed
- it often occurs out of the sight of adults
- bullying behaviour is often justified and minimised by the use of phrases such as "I only....." or "I just....." or "I was playing....." or "It was a joke....."

St Michael's School believes that bullying of any sort is totally unacceptable, and that all instances will be dealt with promptly and effectively.

St Michael's School is a "telling" school. This means that:

- a) that children clearly understand the difference between "telling tales", and reporting unacceptable behaviour to staff.
- b) that children have procedures to use to report bullying
- c) that children have the right to be involved in dealing with bullying behaviour
- d) that action will be taken in all cases

If a type of behaviour is designated as bullying, appropriate sanctions up to and including permanent exclusion will be applied in order to ensure that the behaviour stops immediately. Regular and rigorous monitoring will be applied to ensure the effectiveness of the sanctions.

Such cases will be reported to the local authority as appropriate.